DOCUMENT RESUME

ED 311 529 EA 021 277

AUTHOR Albright, K. C.; Nottingham, Marv
TITLE Guidelines for Selecting Secondary School Principals, 1989.
INSTITUTION Idaho Administrative Assistance Center, Boise.
PUB DATE Mar 89
NOTE 23p.; Based on the first author's doctoral dissertation, University of Idaho. Printed on colored paper.
AVAILABLE FROM Publication Sales, Idaho Administrative Assistance Center, 800 Park Boulevard, Boise, ID 83712 ($2.00 postage and handling).
PUB TYPE Guides - Non-Classroom Use (055) -- Dissertations/Theses - Doctoral Dissertations (041))

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Administrator Qualifications; *Administrator Selection; *Leadership Qualities; Personnel Selection; *Principals; *Search Committees (Personnel); *Secondary Education; *Supervisor Qualifications

ABSTRACT

Effective principals are distinguished by their strong leadership, their focused approach to change, and their highly developed analytical skills. The screening and selection process used in reaching the decision to employ such a principal is critical; districts often fail to gather comprehensive information about candidates and fail to thoroughly assess the skills needed for exemplary leadership. Of the array of desirable personal characteristics and skills, eight were selected for inclusion in this model of secondary school principal selection, including the skills of leadership, analysis/problem solving, and organization and planning. Steps in the district's selection process suggested by this model include: (1) developing a job description; (2) deciding the scope of recruitment, recruitment period, and the application requirements; (3) developing and training an interview panel; (4) collecting and screening application files; (5) selecting, assessing, and rating the candidates; and (6) selecting a final candidate. Little attention is given in this model to common courtesy or protocol which would help candidates feel at ease and keep them informed; these human-relations factors are left to the discretion of local district personnel. Appendices contain various forms, addresses, and suggestions for the mechanics of secondary school principal recruitment, evaluation, and selection. (13 references) (KM)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

1989
Guidelines For Selecting Secondary School Principals

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

X This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Alf Langland

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Dr. K. C. Albright
Dr. Marv Nottingham

College of Education
University of Idaho
Dr. Dale Gentry, Dean

BEST COPY AVAILABLE

This Monograph was produced under the aegis of a federal project called Leadership in Educational Administrator Development (LEAD) and the Idaho Administrative Assistance Center, Dr. Alf Langland, director. Members of the executive board for project LEAD are:

Mr. Jerry L. Evans, Superintendent of Public Instruction
Mr. Rick Van Hement, Executive Director of the Idaho Association of School Administrators
Mr. Alan Smith, Executive Director of the Idaho School Boards Association
Dr. Wilma Jones, Dean, Graduate School, College of Idaho
Dr. Richard Sagness, Dean , College of Education, Idaho State University
Dr. Dale Gentry, Dean, College of Education, University of Idaho

Guidelines For Selecting Secondary School Principals

The Purpose of This Monograph

The Executive Board of project LEAD and the Idaho Administrative Assistance Center are committed to improving administrator effectiveness in the schools of Idaho. One need identified by the executive director and the board was administrator selection. As a result, the board authorized an investigation of elementary principal self-assessmment procedures at Idaho State University. It also authorized participation by districts, on a volunteer basis, in a personnel selection process called the Principal Perceiver Interview.

In addition, the executive board commissioned the production of this monograph. The monograph is based upon a doctoral study completed by K. C. Albright at the University of Idaho. Albright's dissertation is titled "A Comparison of a Model Secondary Principal Selection Process with Procedures Used in Idaho School Districts." The purpose of this monograph is to provide guidelines that may be useful to school districts involved in the selection of a secondary school principal.

The Role of the Principal

Research has emphasized the significance of the principal in effective schools. Chester Finn, former Assistant to the Secretary of Education for the U.S. writes, "The principalship is probably the single most powerful fulcrum for improving school effectiveness" (Finn 1987, p. 22). Richard Fiander, school superintendent, in *Executive Educator* says, "The principal's performance determines whether a school will be outstanding, mediocre or down right poor" (Fiander, 1987, p.24).

Effective principals see themselves as leaders. Despite ambiguous roles, differing expectations, and conflicting demands, they have clear visions for their schools (Cawelti, 1987). They create personal action agendas to turn those visions into reality. Effective principals use the frequent daily interactions in their fragmented and varied work day to solve immediate problems and to collect data and to monitor activities. They are objective in their perceptions and are able to see patterns in information collected over time. Effective principals are distinguished from less effective principals by their strong leadership, their confidence, their focused approach to change and their highly developed analytical skills (Florida Council on Educational Management, 1985).

The climate for learning in a school is the product of collective efforts by the principal, the teachers, the parents and the students. Successful principals know how to orchestrate the talents and energy of these groups to produce conditions that support excellence. It is widely recognized that the kind of person in the principalship will largely determine the quality of a school.

There are many lists of duties and responsibilities in the literature which define the principal's role. A job description for a secondary school principal would, at a minimum, be expected to include the eight roles listed below:

1. **Staff development**. The principal is required to supervise instruction and provide for the continuous improvement of the people with whom the principal works.
2. **Curriculum definition**. The principal works with teachers in defining the goals, objectives, and the scope and sequence of the instructional program.
3. **Pupil personnel**. The principal is responsible for the development of an orderly climate in the school. Factors included in this role are discipline systems, the counseling and guidance function, health and safety issues, attendance accounting, scheduling of classes and events, and other factors related to the welfare and success of students.
4. **Facility maintenance**. The principal monitors the use and condition of the physical plant with attention to safety and cleanliness. Food service, transportation, supplies and equipment acquisition are other physical factors which affect both efficiency and morale.
5. **Community relations**. The principal is responsible for a systematic program for involving parents and communicating with the community and its organizations.
6. **Budget control**. The principal is responsible for the judicious use of resources allocated by the district. Attention must also be paid to student body funds, fund-raising activities, and accountability for the collection and disbursement of all school-controlled funds.
7. **Activities**. Student activities and athletics require careful monitoring by the principal in order to maintain a balance with academic requirements and to ensure just treatment of students.
8. **District Liaison**. The principal is a key communications link between the school and the district. The principal reports school problems and progress to the district and communicates issues from the district to school personnel.

This discussion of the role of the principal emphasizes the need to pre-determine the skills and personal characteristics a district intends to assess in the employment of a secondary principal.

Problems in Principal Selection

The administrative search process followed by most school systems has been unremarkable (Fliegner, 1987). The screening of candidates has included two or three steps starting with a review of resumes and ending with formal interviews by members of a selection committee and the superintendent. In too many districts the selection decision has been made by the board of trustees (Cornett, 1983). This violation of the accountability process is detrimental to the superintendent and contributes to confusion in lines of authority. Although it is clear that the board of trustees in a school district must finally approve the employment of a principal , it is also clear that the final selection of a candidate for recommendation to the board should rest with the superintendent.

The screening and selection process used in reaching the decision to employ a principal is critical. The consensus of research findings is that school districts often fail to gather comprehensive information about candidates and fail to thoroughly assess the skills needed for exemplary leadership (Baltzell and Dentler, 1983). Decisions to hire principals may too often be based upon inadequate screening and selection procedures (Anderson, 1988).

The interview is the most widely used selection technique; yet, the interview, if used incorrectly or if used as the sole basis for employment is neither valid nor reliable. Typically, the interview is unstructured and relatively short. Often, the interview process is highly influenced by first impressions such as appearance, non-verbal behavior and conversational skills. Studies suggest that interviewers may arrive at their decisions to recommend or reject a candidate within the first three minutes of the interview. The remaining time may be devoted to finding factors that justify the first impression (Hersey, 1988).

Interviews are more reliable when they are structured and when each candidate is treated exactly the same as all other candidates. It is nearly impossible to conform to affirmative action guidelines if this procedure is not observed.

Effective structured interviews include simulations, written exercises and situational tasks. A highly structured process contrasts sharply with interviews conducted in a casual manner allowing candidates to actually control the flow of the interview (Anderson, 1988).

Essential Skills and Personal Characteristics

In order to develop a model for secondary school principal selection, a set of skills and personal characteristics associated with successful principals had to be identified. Albright's review of relevant

literature produced 44 possibilities. A reduction in this number was necessary. It was determined that the model, in order to be useful to school districts, had to be inexpensive, relatively short in terms of time requirements and yet provide relevant information on skills and characteristics considered essential to effective performance by the principal candidate finally employed.

The array of skills and personal characteristics found in the literature was reduced to eight on the basis of four criteria. The criteria were:

1. Was the skill or personal characteristic prominent in the literature on effective school principals?
2. Could the skill or personal characteristic be measured or illuminated in such a way that an interview panel could reasonably be expected to evaluate and rate the quality of a candidate with respect to that skill or characteristic?
3. Could the assessment of selected skills and personal characteristics be completed within a reasonable time frame? For this model, two hours was considered reasonable.
4. Could the assessment process in the model be accomplished at relatively low cost? It was determined that the procedures in the model should not exceed $50 in costs per candidate. Those costs are exclusive of the time of involved district personnel and the interview panel, and the costs for candidate travel.

The eight skills and personal characteristics selected for the model are:

1. Past performance
2. Leadership
3. Analysis or problem-solving
4. Educational values
5. Written communication
6. Instructional leadership
7. Oral communication
8. Organizing and planning

Discriminators were developed by matching the eight skills and personal characteristics with selection and testing procedures. The model takes advantage of standard procedures used in personnel selection such as letters of application, transcripts, interviews, and contact with previous employers. It is extended to measure additional skills and characteristics by using a commercially available test, a review of a video-taped teaching episode and situational working tasks. Many of the procedures can be administered on a group basis to conserve time.

Secondary School Principal Selection Guidelines

A district engaged in the selection of a secondary principal would complete all or most of the following steps:

1. **Develop Job Description**
   The job description should be based upon the principal's roles discussed earlier in this monograph and tailored to individual school or district criteria. The job description should be the basis for a recruiting announcement or brochure. A sample recruiting announcement is shown as Appendix A.

2. **Decide Scope of Recruitment**
   District officials should decide where the recruiting announcement is to be distributed i.e., locally, in-state and/or out-of-state. Generally, recruiting announcements are sent to university placement offices and to house publications of principal professional organizations. They are also posted within local district schools and are the subject of advertisements in newspapers. A list of organizations and their addresses to which vacancy announcements could be sent, is shown as Appendix B.

3. **Decide Application Requirements**
   For this model, the minimum requirements for a complete application file are:

   a. a letter of application
   b. a resume
   c. a confidential file (placement file)

   A district application form is optional. Application forms delay the application process because they must be mailed to applicants. They often duplicate information included in resumes or request information needed only from the finalist.

   A request for transcripts is probably best delayed until after the applicant pool has been reduced to a group of finalists.

   These limitations on the initial application procedure are designed to avoid requiring all candidates to complete an elaborate process that should be reserved for a relatively few finalists.

4. **Decide Recruitment Period**
   The length of the recruitment period varies with district requirements, the scope of recruitment and the timing of vacancies. Ideally, a district would have three months available in order to conduct a thorough search and selection process.

5. **Develop and Train Interview Panel**
   In this model, an interview panel is crucial to an effective process. Panel members are not required to ask questions in the traditional sense. Instead, they assess and rate candidate

performance.

The panel is normally composed of, at minimum, a teacher, a principal and a central office administrator who directs the work of the panel. Other panel members can be added at the discretion of the superintendent or his/her designee.

Additions may be necessary for political or other reasons, but ideally the panel should be limited to no more than five people all of whom should be members of the professional staff.

Training for the panel should include a review of the recruiting announcement and the complete selection process. The panel is expected to review application files and rate them using the form shown as Appendix C. Throughout the process, panel members are reminded that their ratings must be independent, i.e., panel members are requested not to collaborate in their judgments. Candidates are rated independently by the panel on the eight skills and personal characteristics in this model. This procedure increases objectivity, prevents domination of the panel by any one member, and helps preserve adherence to affirmative action guidelines.

As the discussion of this selection model unfolds, additional training requirements for the interview panel should become clear.

6. Collect Application Files

As application materials arrive in the district, they are forwarded to a designated secretary. This person establishes a separate file for each candidate. As each file is established, the secretary checks off the required documents. If a file is incomplete ten days before the recruitment deadline, the secretary notifies the administrator in charge. Generally, that person would be expected to telephone the applicant to ask if he/she were still interested in the position. If so, the candidate would be urged to submit missing documents. This problem most often involves a delay in the arrival of the confidential file.

7. Screen Files

On a designated day after the close of the recruitment period, the interview panel is assembled to screen all applicant files. The files are screened on the basis of three criteria. They are:

a. quality of past experience
b. quantity of past experience
c. possession of appropriate credentials.

Each member of the interview panel is provided with copies of the Preliminary Screening Rating Matrix shown as Appendix C. Quality of past experience is judged from the references in the confidential file. Quantity of experience is rated from information obtained from the resume. Credential status is obtained from

the resume or from the letter of application.

8. Select Candidates for Assessment

The designated administrator collects the Preliminary Screening Matrix forms from the interview panel, summarizes the ratings and with the panel, selects candidates who are to be invited to the district for assessment. The panel agrees on which candidates should be invited to the district.

At this point, arrangements are made, usually by telephone, to invite candidates to the district. All selected candidates are invited to be present on the same day. When contacted, each candidate is informed about procedures in the assessment and is requested to prepare a fifteen minute mini-lesson on a subject of his/her choice. Arrangements for travel, expenses and other logistical matters are also clarified by the caller. A letter of explanation and appreciation should be sent to applicants not selected for interviews.

9. Assessment of Candidates

On the day of the assessment, all invited candidates are greeted by the administrator in charge. Arrangements are made to administer the Leadership Opinion Questionnaire (LOQ). This test is followed by a written response to a situational problem, followed by requesting candidates to write a short essay entitled "My Educational Philosophy." These first three procedures are accomplished in a group setting with all invited candidates in approximately 90 minutes. Pens and paper should be supplied in a facility and setting appropriate to the task. Examples of situational problems that could be used are shown as Appendix D.

After a short break, the candidates and the interview panel are assembled and shown a video-tape of a teaching episode. Candidates are invited to take notes on the episode for use in a post-conference with the interview panel. Viewing the tape should require less than twenty minutes. Video-taped teaching episodes are available from ASCD (see references in this monograph) or can be locally produced.

After viewing the video-tape, each candidate is expected to conduct a post-conference with the interview panel in which the candidate critiques the teaching episode for approximately 15 minutes.

Finally, each candidate is requested to teach a mini-lesson for the interview panel. The mini-lesson should not exceed 15 minutes.

10. Rating the Candidates

Using the Interview Panel Rating Matrix shown as Appendix E, each member of the panel rates each of the candidates. This rating process can proceed as each candidate conducts his/her post-conference and teaches the mini-lesson. Data from the LOQ, and

from reading the situational task response and the philosophy statement can be assessed by panel members after the last candidate has been interviewed.

The criteria for rating candidates are included on the Interview Panel Rating Matrix (Appendix E). To rate analysis or problem-solving, the panel members assess the responses to the situational problem.

To rate educational values, panel members read the "My Educational Philosophy" paper of each candidate. Written communication skills are also assessed from this paper.

Instructional leadership is rated using data from the video-tape critique or post-conference and from the mini-lesson. Scores from these two exercises are combined and averaged on the rating matrix.

Oral communication and organization and planning are assessed by the panel based upon their judgment of the mini-lesson.

11. Compile Superintendent's Final Rating Matrix

Appendix F displays the final rating matrix that is forwarded from the interview panel to the superintendent. The LOQ is a standardized test that can be scored by a secretary. It is intended to measure leadership potential in two categories, (a) consideration and (b) structure. After scoring, the administrator in charge could rate each candidate. The norms table for "Educational Supervisors" provided with the LOQ is divided into five score bands which are described by the test author as five "verbal descriptions." These five "descriptions" can be rated from one to five. A verbal description of "very high" would be assigned a rating of five and a "very low" verbal description would be assigned a rating of one. Scores for both consideration and structure are rated. These two ratings can then be averaged to produce a single rating to be transferred to the Superintendent's Final Rating Matrix. The source of the LOQ is provided in the reference section of this monograph.

After collecting the Interview Panel Rating Matrices from members of the interview panel, the administrator in charge completes the Superintendent's Final Rating Matrix and forwards it to the superintendent.

12. Select A Final Candidate

It is the responsibility of the superintendent to select a final secondary school principal candidate. To complete the process, the superintendent could proceed as indicated below.

(a) The superintendent could select the three highest rated candidates for personal interviews from the Superintendent's Final Rating Matrix.

(b) The superintendent or his/her designee should interview two or more references of each final candidate by telephone.

(c) Finalist candidates are expected to provide college transcripts pending a final decision by the superintendent.

(d) With the permission of the finalist, the superintendent or his/her designee could visit the previous work-site and community of the candidate.

Armed with the data collected throughout the process advocated in this model, the superintendent should be able to confidently recommend a candidate to the board of trustees.

Conclusion

The purpose of this monograph is to provide guidelines that may be useful to school districts involved in the selection of a secondary principal. It may also be useful in the selection of elementary principals although the research on necessary skills and personal characteristics was limited to the secondary school.

All of the procedures outlined in this monograph may not be appropriate in all districts. Some modifications may be necessary. Very little attention was paid to common courtesy and protocols which would help candidates feel at ease and keep them informed of progress in the procedure. The interview panel must also be informed and appreciated appropriately. These human relations factors are left to the discretion of local district personnel.

Affirmative Action and Non-discrimination Guidelines

It is assumed that the procedures discussed in this monograph will be administered with respect to affirmative action and non-discrimination guidelines. The guidelines inherently discourage collusion, and it is assumed that discrimination on the basis of race, religion, national origin, handicap or sex will be avoided. A statement of non-discrimination and affirmative action that may be useful to school districts is included as Appendix G.

Appendix A

Recruiting Announcement

Sesame School District 100
2000 Bleaker Street
LaMont, ID 83800

Notice of Vacancy

Position: Principal, Sesame High School, Grades 9-12, Enrollment 1000
LaMont, Idaho

Qualifications:

Required: Must possess or qualify for an Idaho Administrators Credential (Secondary)

Desired: Specialist degree in educational administration
Experience in secondary administration

Salary Range: $40,000—$44,000 based upon past experience

Complete application to include:

Letter of interest
Resume
Placement file (confidential)

Time lines: Application deadline—April 1
Interviews—April 10
Decision date (approximate)—April 20

Send application materials to:

Superintendent of Schools
Sesame School District 100
2000 Bleaker Street
LaMont, ID 83800

The Sesame School District is an Equal Opportunity Employer

Appendix B

Organizations to Which Recruiting Announcements May Be Sent

Idaho Association of School Administrators
P.O. Box 1837
223 North 6th
Boise, Idaho 83701

University of Idaho
Director, Career Planning and Placement Office
Moscow, Idaho 83843

Idaho State University
Director, Career Planning and Placement Office
Pocatello, Idaho 83309

College of Idaho
Director, Teacher Placement Service
2112 Cleveland Ave.,
Caldwell, Idaho 83605

APPENDIX C

PRELIMINARY SCREENING RATING MATRIX

(A) Please rate each candidate on quality of past performance from the confidential file. Rate the quantity of past experience from the resume. Five is a high rating and one is low.

(B) The appropriate credential status of candidates can be determined from the resume.

CANDIDATE'S NAME	QUALITY	QUANTITY	CREDENTIAL	TOTAL
1.	5 4 3 2 1	5 4 3 2 1	YES NO	
2.	5 4 3 2 1	5 4 3 2 1	YES NO	
3.	5 4 3 2 1	5 4 3 2 1	YES NO	
4.	5 4 3 2 1	5 4 3 2 1	YES NO	
5.	5 4 3 2 1	5 4 3 2 1	YES NO	
6.	5 4 3 2 1	5 4 3 2 1	YES NO	
7.	5 4 3 2 1	5 4 3 2 1	YES NO	
8.	5 4 3 2 1	5 4 3 2 1	YES NO	
9.	5 4 3 2 1	5 4 3 2 1	YES NO	

Appendix D
Situational Problems for Principal Candidates

TO: The Principal
FROM: The Assistant Principal
RE: Sam Jones' Attendance

Sam has had truancy problems since he enrolled here. He turned 18 on October 15, and now he demands that he be allowed to write his own excuses. Of course the courts would probably agree with him, but it will make a mess out of the attendance rule. If we agree, he will write all of the excuses for his absences. I need your advice on this one.

or

Volleyball season is over. The girls won the state championship. You learn the captain is asking team members for $10.00 each to buy the coach a $150 letterman's jacket. It has become an annual tradition. What will you do?

or

You observe two students, a boy and a girl in a "clinch," in a corner by the locker. What will you do?

APPENDIX E

INTERVIEW PANEL RATING MATRIX

CANDIDATE'S NAME _____

1. **ANALYSIS or PROBLEM SOLVING**—Was the candidate able to accurately analyze the problem, visualize the potential consequences, make a decision and reach a reasonable conclusion to the problem as it was presented?

   5 4 3 2 1

2. **EDUCATIONAL VALUES**—Is the educational philosophy of the candidate well reasoned and developed?

   5 4 3 2 1

3. **WRITTEN COMMUNICATIONS**—Are the sentences complete and varied in length and structure? Does the document show organization, supporting evidence and a conclusion? Are the spelling, capitalization and punctuation correct?

   5 4 3 2 1

4. **INSTRUCTIONAL LEADERSHIP**—Does the candidate recognize and model good teaching?

   a. Mini-lesson—Did the lesson have an introduction, objectives, subject content, appropriate questioning techniques, and a summary?

   b. Video-taped lesson and post conference—Did the candidate address the five steps of effective teaching (see mini-lesson)? Did the candidate communicate well (includes listening)? Did the candidate make recommendations in a professional manner?

   a) Mini-lesson (5 4 3 2 1) + b) Video-tape (5 4 3 2 1) = / 2

5. **ORAL COMMUNICATION**—Did the candidate use correct grammar, proper vocabulary, and display confidence in delivery? In addition, did the candidate maintain eye contact, gesture when speaking, use voice modulation, and display poise?

   5 4 3 2 1

6. **ORGANIZATION AND PLANNING**—Was the mini-lesson well planned? Did it state the objective, provide suitable content and end appropriately?

   5 4 3 2 1

TOTAL_____

APPENDIX F
SUPERINTENDENT'S FINAL RATING MATRIX

NAME	LOQ	ANAL	ED VAL	WR COM	INST LEAD	ORAL COM	ORG PLAN	TOT
RATER 1								
RATER 2								
RATER 3								
RATER 4								

NAME	LOQ	ANAL	ED VAL	WR COM	INST LEAD	ORAL COM	ORG PLAN	TOT
RATER 1								
RATER 2								
RATER 3								
RATER 4								

NAME	LOQ	ANAL	ED VAL	WR COM	INST LEAD	ORAL COM	ORG PLAN	TOT
RATER 1								
RATER 2								
RATER 3								
RATER 4								

NAME	LOQ	ANAL	ED VAL	WR COM	INST LEAD	ORAL COM	ORG PLAN	TOT
RATER 1								
RATER 2								
RATER 3								
RATER 4								

Appendix G

Statement of Nondiscrimination and Affirmative Action

Sesame School District has a policy of nondiscrimination on the basis of race, color, age, sex, national origin, handicap, or status as disabled veteran or Vietnam-era veteran. This policy applies to all programs services, and facilities including, but not limited to, applications, programs, services, or employment. Such discrimination is prohibited by Titles VI and VII of the Civil Rights Act of 1964, Title IX of the Educational Amendments of 1972, Secs. 503 and 504 of the Rehabilitation Act of 1974, Age Discrimination Act of 1975, Age Discrimination of Employment Act Amendments of 1978, and other Federal and State statutes and regulations. Questions and concerns regarding the application of these laws and regulations may be directed to the office of the Superintendent of Schools.

Affirmative action works to eliminate under utilization of women and minorities. Positive steps must be taken to increase the number of women and minority group members in positions where they do not have proportionate representation. When the final applicant pool includes candidates who are equally qualified (the position could be offered to any one of them) affirmative action requires that women and minorities be given preference.

Appendix G Cont.

Report of Hiring

Send this form to the Affirmative Action Office as soon as candidate accepts position.

School _____ Contract Starting Date _____

Position _____ Salary _____

List below all candidates to whom the position was offered:

Name	Date Position Offered	Date Position Accepted	Date Position Rejected
1.			
2.			
3.			
4.			
5.			
6.			

Comments:

I hereby certify that the hiring process was equitable on the basis of race, color, religion, national origin and sex.

Signature (Administrator responsible for hiring) Date

Signature (Affirmative Action Officer) Date

References

Anderson, Mark. *Hiring Capable Principals*. Oregon School Study Council. May 1988. Vol. 31, Number 9.

Baltzell, D.C., and Dentler, R.A. (1984). *Selecting American School Principals: A Sourcebook for Educators*. Cambridge, MA: Abbot Associates, Inc.

Cawelti, G. (1987). Why Instructional Leaders Are So Scarce. *Educational Leadership*, *45*(1), 4.

Cornett, L.M. (Ed.). (1984). *The Preparation and Selection of School Principals*. Atlanta: Southern Regional Educational Board.

Evander, R. (1986). "Don't Wing It When You Hire Principals." *Executive Educator*, *8*(12), 24 & 29.

Finn, C.E. Jr. (1987). "How to Spot an Effective Principal." *Principal*, *67*, 20-22.

*Heishman, E.A. (1960). *Leadership Opinion Questionnaire*. Science Research Associates, Inc., Chicago, IL.

Hiegner, L.R. (1987). "Action Interviews Show Who Can Cut the Mustard." *Executive Education*, *9*(4), 17 & 18.

Florida Council on Educational Management. "Guidelines For Preparing New Principals." State of Florida, Department of Education, 1985.

Gomez, J.J. (1985). "The Evaluation of the Management Assessment Center." *Final Report*. Miami: Office of Educational Accountability.

Hersey, P. (1988). Interview at National Leadership Conference. Reston, VA: National Association of Secondary School Principals.

McCurdy, J. (1984). *The Role of the Principal in Effective Schools*. Sacramento: Education News Service.

Video Taped Teaching Episodes. Association for Supervision and Curriculum Development. 125 N. West St., Alexandria, VA 22314-2798.

*To order the LEQ, write:
SRA
P.O. Box 5480
Chicago, Illinois
60680-5480
(312) 984-7000

About the Authors

Dr. K. C. Albright is principal of Moscow High School, Moscow, ID.

Dr. Marv Nottingham is chair of the Department of Educational Administration at the University of Idaho.

To obtain additional copies of this monograph contact
Dr. Alf Langland, Director
Idaho Administrative Assistance Center
800 Park Blvd
Boise, Idaho 83712
(208) 386-6267

University
of Idaho

The University of Idaho is an equal opportunity/affirmative action employer.